Course: Teaching methods

1. Class topic: Introduction to approaches and methods

2. Objectives: Students should be able to:

- Get familiar with whole language and neurolingusitic programming and lexical approach

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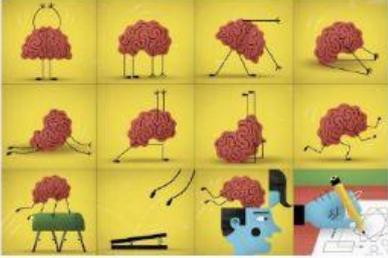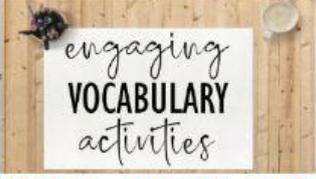Email and hangouts: yesidcontrerasm@gmail.com

NOT MANDATORY

CLASS ACTIVITY 1

Read the information and click on the A or B chart ☐. If you feel so, share ideas with the class next session.

Conventios:

✓ Correct   ✗ Wrong

Neuro linguistic programming Definition	Whole language Definition	Lexical approach Definition
NLP: a collection of techniques, patterns, and strategies for assisting effective communication, personal growth and learning. Assumptions about how the mind works and how people act and interact. John Grindler and Richard Bandler 1970. Focus on developing one's sense of self-actualization and self-awareness.	Based on the principle that a foreign language must be taught as a whole, without being divided into its components, such as grammar and vocabulary, emphasizing that students must learn how to read and write in a natural way, the same way they learn their native language, and giving importance to activities which are relevant to the students.	Michael Lewis (1993) Develops learners' proficiency with lexis, or words and word combinations. Lexis plays the central role. Minimal pairs, collocations, lexical units are the specific characteristics of this approach Words: book , pen Idioms: dead drunk , to run up a bill Similes: as old as hills Binomials: clean and tidy , back to front Trinomials: cool, calm , and collected Connectives: finally , to conclude Collocations: DO community service, a job, my hair , my work. MAKE bed , promise , coffee , a meal Fixed expressions: I´ll get it ; We´ll see ; If I were you …

LIVEWORKSHEETS

Theory of language

A ☐ Neuro linguistic programming

B ☐ Lexical approach

Neuro: how we experience the world through our five senses and represent it in our minds through our neurological processes. Modes of awareness "representation systems" or "sensory modalities": Visual, Auditory and Kinesthetic. Recall and imagination.

Linguistic: the way the language we use shapes, reflects, represent our experience of the world. We use language – in thought as well as in speech - to represent our world and our beliefs. Change the way we speak and think about things, we can change our behavior.

Programming: training ourselves to think, speak, and act in new and positive ways in order to release our potential and reach personal goals. (Revell and Norman 1997)

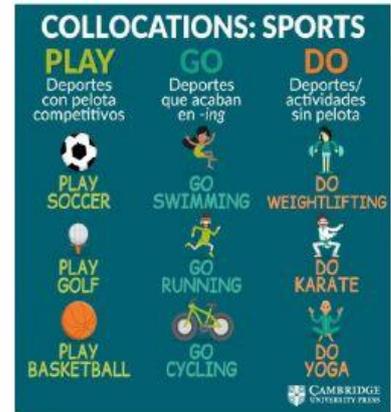**A** ☐ Lexical approach

B ☐ Whole language

Language is seen through an interactional perspective.

A vehicle of personal relations. Used in a social context and applied in real situations which are relevant to the students.

A ☐ Lexical approach

B ☐ Neuro linguistic programming

Lexical units: lexis (or vocabulary), which includes the single words and the word combinations that we store in our mental lexicon.

Theory of learning

Column 1
A ☐ Lexical approach

B ☐ Neuro linguistic programming

Modeling is also central to NLP Modeling includes: emotions, experiences, beliefs and values. . . . Modeling successful performance leads to excellence. If one person can do something it is possible to model and teach others how to do it.
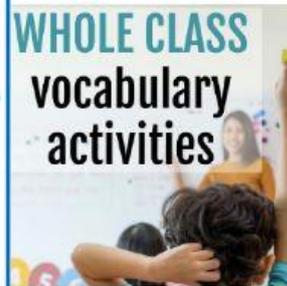(O'Connor and McDermott 1996: 71)

Column 2
A ☐ Whole language

B ☐ Neuro linguistic programming

Emphasis on learning authenticity, applying what has been learned in a real situation, the subject or topic will be internalized.

Learning must be authentic, personalized, student- directed and collaborative. Students' experiences, their needs, interests and aspirations are important.

Make it Meaningful to Me: Authentic Learning for Students
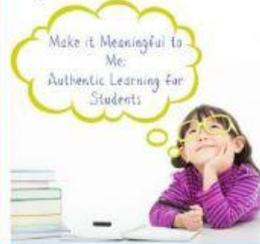
Column 3
A ☐ Whole language

B ☐ Lexical approach

WHOLE CLASS vocabulary activities

Grammar and lexis is acquired by a process of observation, hypothesis and experiment.

Acquisition is accelerated by contact with a sympathetic interlocutor with a higher level of competence in the target language.

Objectives and Syllabus

A ☐   Neuro linguistic programming

B ☐   Whole language

1. Outcomes: the goals or ends. Knowing precisely what you want helps you achieve it.

2. Rapport (connection, relationship): a factor that is essential for effective communication – maximizing similarities and minimizing differences between people. This principle can be expressed as "Establish rapport with yourself and then with others."

Rapport: meeting others in their world, trying to understand their needs, values and culture and communicating in ways that are congruent with those values. (Rylatt and Lohan 1995: 121)

3. Sensory acuity: noticing what another person is communicating, consciously and nonverbally. This can be expressed as "Use your senses. Look at, listen to, and feel what is actually happening."

4. Flexibility: doing things differently if what you are doing is not working: having a range of skills to do something else or something different. This can be expressed as "Keep changing what you do until you get what you want."

A ☐   Lexical approach

B ☐   Whole language

Learn and apply the language in a real context.

PLANNING A SUCCESSFUL AUTHENTIC LEARNING EVENT

Syllabus

Content is organized according to the students' needs to communicate.

Content, knowledge and skills are learned in real situations.

A ☐   Lexical approach

B ☐   Whole language

To get students to become aware of, use and to eventually master these meaning-filled, multi-word "chunks", collocations and fixed utterances.

Use whole phrases without understanding their constituent parts.

Understand and consolidate learning materials based on lexical rather than grammatical principles.

LEXICAL UNITS
Binomials (e.g. Knife and fork…)
Trinomials (e.g. Cool, calm and collected…)
Idioms (e.g. To rain cats and dogs…)
Similes (e.g. As white as snow ….)
Connectives (e.g. Finally, to conclude)
Conversational gambits (e.g. Guess what…)

Materials and activities

Column 1

A ☐   Lexical approach

B ☐   Neuro linguistic programming

Reframing
- Repeat the same sentence in different grammar.

Mirroring
- Observe and match body posture
- Study nonverbal behavior
- Maintain eye contact

Visual Anchors, external or internal: memories, imagination, recalling.

Auditory Anchors: relaxing music, background sounds and melodies.

Kinesthetic Anchors: physical actions and movements.

Column 2

A ☐   Lexical approach

B ☐   Whole language

Authentic materials-realia

Reading authentic texts, writing to a real audience.

What are authentic materials?

Column 3

A ☐   Lexical approach

B ☐   Neuro linguistic programming

TYPE 1

Course package computer Programs and attached data sets

TYPE 2

Collection of vocabulary Teaching activities

play	read
camp	surf
dance	hike
bike	swim

TYPE 3

"printout version" of computer corpora Collections packaged in text format

Roles

A ☐   Whole language

B ☐   Neuro linguistic programming

Teacher:
Student-centered approach, the teacher is seen as a **facilitator** and an **active participant** in the learning community.

Student:
Learners are **collaborators** and also **evaluators** of **their own and others' learning**.

A ☐   Neuro linguistic programming

B ☐   Whole language

Teacher: facilitator, knowledge manager and brain stimuli, formulate learning challenges.

Student: information and knowledge manager, content processor, creative, problem solver.

A ☐   Neuro linguistic programming

B ☐   Lexical approach

THE ROLE OF TEACHERS
Major source of learners input.
Organize and design materials, creating environment to help effectively learners.
Assisst learners manage their own learning.
Implement the methodology which is based on stages composed of;
-Task, Planning and Report.

THE ROLE OF LEARNERS
The idea of the teacher as 'knower' = the idea of the learners as 'discoverer'
Data analyst: Providing participation with listening, noticing and reflecting.

Procedure

A ☐   Lexical approach

B ☐   Neuro linguistic programming

-AM
WORD FAMILY LIST

am	tam	swam
ram	tram	dram
Sam	clam	spam
yam	wham	scram
dam	cram	program
ham	scam	diagram
jam	exam	telegram
cam	gram	
lam	sham	
Pam	slam	

1 Attracting students' attention to lexical collocations
2 Increasing students' retention
3 Teaching individual collocations
4 Making students aware of colocations
5 Extending what students already know by adding knowledge of collocation.
6 Storing collocations through encouraging students to keep a lexical notebook.

A ☐   Neuro linguistic programming

B ☐   Whole language

Encourage
Individual and small groupreading and writing

Writing portfolios

Student-made booksor journals

Story writing

A ☐   Neuro linguistic programming

B ☐   Lexical approach

1 Setting the context as meaningful learning experiences.

2 Sensory experiences. Check that they understand vocabulary of the experience (smell, taste, chew, swallow, bite, lick, etc.).

3 Provide a relaxing atmosphere for learning, reduce stress and anxiety, stimulate imagination.

4 Providing oral, visual, written input to students so they can get familiar with the content and make connections between prior knowledge and new meaning.

5 Encourage students to produce langue verbally and nonverbally in interaction encounters.